# TRAINING PROGRAM LEADERS GUIDE

**Hazmat motor carrier security self-assessment training** 





U.S. Department of Homeland Security Transportation Security Administration

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# BACKGROUND

# **Enhanced Security**

Since the terrorist attacks of September 11, 2001, there have been a number of security-related laws issued for hazmat motor carriers by the Federal government, including:

- 49 Code of Federal Regulation (CFR), Part 1570 and 1572 issued by the Department of Homeland Security's (DHS') Transportation Security Administration (TSA).
- 49 Code of Federal Regulation (CFR), Part 172.704 (a)(4) Security Awareness Training and Part 172.04(a)(5) – In-Depth Security Training issued by the Department of Transportation's (DOT's) Pipeline and Hazardous Materials Safety Administration(PHMSA).
- 49 Code of Federal Regulation (CFR), Part 172, Subpart I Security Plans issued by DOT'S PHMSA.

In the wrong hands, hazardous materials (hazmat) pose a significant security threat, particularly those that may be used as weapons of mass destruction. Motor carriers who transport placarded amounts of hazardous materials are required to develop a plan to address the security risks related to the transportation of hazardous materials in accordance with 172.802. To do so, motor carriers should begin with a security assessment of their operation. The security assessment will analyze potential security threats and identify security risk control points. Risk control points are places in the transportation process where action can be taken to improve procedures or to better secure the operation. Once the assessment has been conducted and security actions have been considered, the security plan to address vulnerabilities can be put in place.

Review the applicable regulations by clicking on the Hazardous Materials Regulations icon found in the lower left-hand corner of the CD-ROM entitled "Hazmat Motor Carrier Security Self-Assessment Training".

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# TRAINING PROGRAM LEADERS GUIDE

# **Purpose**

## **OVERVIEW**

Security has always been an important issue for motor carriers who transport hazardous materials. Attention to security efforts will protect company employees, the community, and keep the transportation of hazardous materials operational. The "Hazmat Motor Carrier Security Self-Assessment Training" program was developed as a copperative effort between TSA, DOT's PHMSA and DOT's Federal Motor Carrier Safety Administration (FMCSA). This voluntary training program addresses the requirements in 49 CFR, Part 172.802, which requires motor carriers that transport placarded amounts of hazardous materials to develop a plan that adequately address security risks related to the transportation of hazardous materials.

This training program meets the DOT security awareness training and security assessment requirements as defined in 49 CFR 172.704 (a)(4) and 49 CFR 172.802 respectively.

## FOR WHOM IS THIS COURSE DESIGNED?

This program is intended for hazmat motor carrier security managers, drivers, and any other personnel involved in the transportation of hazardous materials.

## FOR WHOM IS THE GUIDE DESIGNED?

The guide's intended users are those who will be leading the "Hazmat Motor Carrier Security Self-Assessment Training" program. The training program leader will be able to use this guide to:

- Present the technical content
- Facilitate discussions

## WHAT DOES THE GUIDE INCLUDE?

The guide provides an approach to delivering the "Hazmat Motor Carrier Security Self-Assessment Training" program. The program can be delivered as a self-study training program or as a traditional training program. A self-study training option is available for situations in which instruction by a program leader is not feasible. A traditional training option allows the participants to discuss the course content and share ideas that will help them integrate and apply concepts with the training program leader. In addition, they will benefit from the leader's expertise and experience.

# ORGANIZING THE TRAINING PROGRAM

# **Planning and Preparation**

## **OVERVIEW**

Planning and preparing are essential components of a successful training program. As a training program leader, you are accountable for an effective learning climate (i.e., relationships, context, structure, and process). This means you are responsible for playing a central role in the process of cultivating and maintaining a climate in which colleagues are working, learning, and accomplishing together.

#### **Planning**

Planning involves identifying all the tasks and subtasks that must be accomplished prior to conducting the training to ensure that it is successful. In addition, planning involves producing a detailed list of all the elements that affect the training session and then addressing all those items.

#### **Preparation**

As the training program leader, you are responsible for preparing all the materials prior to the training program start-up. To prepare for the training, you must focus on the facility, the audience, and yourself.

## **Facility**

Facility preparation entails establishing a point-of-contact with the appropriate facilities personnel to determine accessibility, hours, parking, restrooms, phones and faxes, thermostat locations, availability of equipment, and information technology support.

On the day of the training, ensure that the room is set up to maximize involvement and comfort. Make sure to seat participants so that eye contact among them is automatic. In addition, ensure that there is plenty of table space for all the equipment and materials. Finally, check the temperature, lighting, and ensure that any aids are in the appropriate sequence and easily accessible to you during the training. Be sure to facilitate the participants' work to ensure the best possible learning experience by doing the following:

- Ensure that you have enough copies of the course materials and resources such as a PC.
- Monitor each participant's progress throughout the course.
   Be available as a resource to answer questions and to provide more information as needed.
- Ensure that the participants complete the exercises on the CD-ROM. These exercises will help the participants apply what they have learned on the job.

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# ORGANIZING THE TRAINING PROGRAM

# **Planning and Preparation**

#### **Audience**

In preparing your audience, you should choose a time and location for the training. Consider the participants' work schedules, as well as a location that offers an adequate training facility. Notify participants in writing about the training at least two weeks ahead of time. In addition, send them a brief overview of the training and the learning objectives.

## **Training Program Leader**

As the training program leader, you must prepare yourself. If you are presenting this training for the first time, it is a good idea to:

- Familiarize yourself with the content and flow of the course by reviewing the Program Leaders Guide.
- Familiarize yourself with the self-study program by viewing the interactive course on the CD-ROM entitled "Hazmat Motor Carrier Security Self-Assessment Training".
- Familiarize yourself with the student materials by reviewing the applicable Hazardous Materials Regulations, the Risk Management Self-Evaluation Framework, the Guide to Developing an Effective Security Plan for the Highway Transportation of Hazardous Materials, the "DOT Hazmat DigiPack 6.0" materials and the security self-assessment booklets entitled Hazmat Motor Carrier Security Self-Assessment for Security Managers and Drivers. The student materials can be found in the lower left-hand corner of the CD-ROM entitled "Hazmat Motor Carrier Security Self-Assessment Training".
- Prepare yourself for the training by reviewing checklists in Appendix A. Be aware that checklists may include some tasks which may not apply to your specific situation. In that case, disregard the tasks that do not apply. In addition, you may want to practice your delivery and allow a colleague to observe you and give you feedback. Thorough preparation will help your training session run smoothly and will contribute greatly to a good learning experience for everyone.

# **ORGANIZING THE TRAINING PROGRAM**

# **Planning and Preparation**

# **Teaching Tips**

As a training program leader, your role is to set the stage for learning and creating an interactive environment.

- Demonstrate a sincere desire to help the participants achieve their potential.
- Role-model the attitudes and behaviors you want the participants to adopt.
- Encourage questions and open discussion.
- Draw on the group's experience to solve problems and answer questions.
- Offer to find information resources for any questions you cannot answer yourself.
- Share personal experiences and best practices to stimulate discussion and illustrate key points.
- Maintain eye contact with the group during discussions.

# **Program Goals and Elements**

## **OVERVIEW**

This voluntary program provides a basic awareness of the possible transportation security risks for shipments of hazardous materials. Additionally, the training provides hazmat motor carriers with a tool to conduct an effective security assessment of the operation. It also offers actions to consider when managing the risks related to personnel security, unauthorized access, and en route security. Once the assessment has been conducted and security actions have been considered, the security plan can be put in place. Participation in this training program provides components to support and enhance your security planning efforts and improve the overall security of America's transportation sector.

# **PROGRAM ELEMENTS**

This training program consists of the computer-based self-study program entitled "Hazmat Motor Carrier Security Self-Assessment Training," which provides you with a basic understanding of and knowledge about transportation security. The training program is made up of the following modules:

- Welcome
- Hazmat Motor Carrier Security Self-Assessment Training for Security Managers
- Hazmat Motor Carrier Security Self-Assessment Training for Drivers

In addition to the computer-based training on this CD-ROM, there are student materials, such as the security self-assessment booklets entitled Hazmat Motor Carrier Security Self-Assessment for Security Managers and Drivers, which provide motor carriers with a tool that will help identify potential security gaps in the operation and provide mitigating actions.

# **Welcome Participants**

# **OVERVIEW**

Once all the participants have arrived, introduce yourself and any supporting training program leaders. Next, ask the participants to introduce themselves and establish why they are there.

You may save time by asking the participants to sign-in before the training starts or pass the sign-in sheet around while people are introducing themselves. Then, collect the sign-in sheet after everyone has signed in.

See **Appendix A** and **B** to view the sign-in sheet (copy as needed).

# **ACTIVITY**

Begin by discussing the following points when introducing yourself and any supporting training program leaders:

- Give your name and the supporting training program leader's name.
- Discuss your professional and personal experience.
- Tell the participants about your educational background if relevant.
- Describe your current work as it relates to the training.
- Make a personal connection with the group by sharing a story that is related to transportation security and tell them if you have witnessed an event yourself.
- Cover logistical information such as the importance of turning off any electrical devices, and explain where the restrooms and designated smoking areas are located.

# **TRAINING TIP**

By standing at the door to greet participants as they arrive, you make an immediate connection, which will help relax the participants. If you maintain an open posture, smile, and make direct eye contact with participants, it invites good communication. Be aware that crossing your arms or standing behind a podium or desk can discourage discussion.

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### **AGENDA**

notes

As a training program leader, you must greet each of the participants upon their arrival.

Time	Activity	Lesson Plan
10 min	Interactive Activity	Welcome the participants
10 Min	TOTAL LES	SONTIME

# **Welcome Module**

## **OVERVIEW**

This module will provide participants with an overview of the navigation and screen features. In addition, it will describe the program structure so that the participants may receive the full benefits of the training. The Welcome module is made up of three lessons:

- Introduction
- Course Navigation
- How to Complete a Module

## **MATERIAL NEEDED BY PARTICIPANTS**

Ensure that each participant has received the "Hazmat Motor Carrier Security Self-Assessment Training" distributed on CD-ROM.

## **LESSON 1: INTRODUCTION OBJECTIVES**

After completing this lesson, participants will be able to:

- Determine who should receive the training.
- Describe the purpose of the training.

## **LESSON 2: COURSE NAVIGATION OBJECTIVE**

After completing this lesson, participants will be able to:

Identify the course navigation buttons, icons, and the screen features.

## **LESSON 3: HOW TO COMPLETE A MODULE OBJECTIVES**

After completing this lesson, participants will be able to

- Explain why self-paced training is beneficial to learners.
- Describe the program structure of the training.

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## AGENDA

notes

Each lesson in this module is completely self-paced. The participants will be guided through a series of lessons.

Time	Activity	Lesson Plan
2 min	Self-paced	Introduction
4 min	Self-paced	Course Navigation
4 min	Self-paced	How to Complete a Module
10 Min	TOTAL LES	SONTIME

# **Welcome Module**

# **Activity**

Ask the participants to insert the CD-ROM and to follow the directions specified on their screens. Instruct them to work through the "Welcome Module" and to stop at the "Let's Get Started" screen.

### **Review**

Upon completion, begin your discussion by talking about the following points:

- Review the course navigation buttons, icons, and screen features.
- Tell the participants about the program structure.

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# **Security Manager Module**

# **OVERVIEW**

This training program was developed for the security manager who has been given responsibility for the safe and secure transportation of placarded amounts of hazardous materials (hazmat). The purpose of this training is to reduce security risks associated with the transportation of hazardous materials. The Security Manager module is made up of four lessons:

- Transportation Security Regulations
- Transportation Threats
- Transportation Security Assessment
- Transportation Security Actions

## **MATERIALS NEEDED BY PARTICIPANTS**

Ensure that each participant has received the security self-assessment booklet entitled *Hazmat Motor Carrier Security Self-Assessment for Security Managers* in addition to the "Hazmat Motor Carrier Security Self-Assessment Training" distributed on CD-ROM.

# LESSON 1: TRANSPORTATION SECURITY REGULATIONS OBJECTIVES

After completing this lesson, participants will be able to:

- Describe the components required to develop a security plan.
- Identify the Federal requirements necessary for drivers to obtain a Hazardous Materials Endorsement (HME).

## **Activity**

Ask the participants to work through the first lesson entitled "Transportation Security Regulations" and to follow the directions specified on their screens. The end of this lesson contains questions to determine the participants' level of knowledge regarding the security-related regulations. Instruct the participants to stop at the "Lesson Summary" screen.

### AGENDA

notes

Each lesson in this module is completely self-paced. The participants will be guided through a series of lessons; each lesson will include exercises.

Time	Activity	Lesson Plan			
10 min	Self-paced	Transportation Security Regulations			
10 min	Self-paced	Transportation Threats			
10 min	Self-paced	Transportation Security Assessment			
10 min	Interactive Activity	Hazmat Motor Carrier Security Self-Assessment for Security Managers			
20 min	Self-paced	Transportation Security Actions			
60 Min	TOTAL LESSON TIME				

# **Security Manager Module**

# **EXERCISES**

## **Transportation Security Regulations**

Exercises (Lesson 1, Screen 11 and 12)

#### I. Multiple Choice.

Your company is required to have a security plan. What is the purpose of a security plan? Select the best answer.

- A. The security plan is a cookie-cutter approach to security.
- B. The security plan is a detailed program indicating how you will address the security risks associated with your operation.
- C. The security plan identified specific safety recommendations for your company's operation.

#### Answer:

B is the correct answer.

### Response:

Your security plan should be a comprehensive document that includes information on your security assessment, how you address any gaps identified in the assessment, and actions to be taken to address security risks associated with your operation.


# **Security Manager Module**

## **Transportation Security Regulations**

Exercises (Lesson 1, Screen 13 and 14)

#### 2. Multiple Selection

What components must be included in a security plan? Review the following examples and determine whether any of the components must be included in a security plan. Check all that apply.

A.	An assessment of possible transportation security
	risks for the hazardous materials covered by the plan.

- B. 

  The appropriate actions to confirm information provided by job applicants that are hired for a position that involves access to or handling of the hazardous materials covered by the security plan.
- C. 

  The appropriate actions to ensure you receive a satisfactory safety rating.
- D. 

  The appropriate actions to address the possibility that unauthorized persons may gain access to the hazardous materials covered by the security plan.
- E. 

  The appropriate actions to address the security risks of hazmat shipments covered by the security plan.

#### Answer:

Letters A, B, D and E all apply.

### **Response:**

The security plan must include an assessment of possible transportation security risks for shipment of hazardous materials listed in 49 CFR, Part 172.800. In addition, it must provide appropriate actions to address the assessed risks concerning personnel security, unauthorized access, and en route security.

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# **Security Manager Module**

# **Transportation Security Regulations**

Exercises (Lesson 1, Screen 15 and 16)

#### 3. True-False.

Motor carriers must ensure that a Federal criminal background check is done on each driver who holds, applies for, or wishes to obtain an HME.

- A. True
- B. False

#### Answer:

True is the correct answer.

# Response:

Employers are obligated under 49 CFR, Part I 570 and I 572 to ensure that drivers who possess a current HME on their Commercial Driver's Licenses have successfully completed a Federal background check.

### **Review**

The lesson summary concludes the instruction and knowledge checks for Lesson I. The participants should now be able to:

- Describe the components required to develop a security plan.
- Identify the Federal requirements necessary for your drivers to obtain an HME.

See **Appendix B** for the exercises included in Lesson I: Transportation Security Regulations (copy as needed).


# **Security Manager Module**

## **LESSON 2: TRANSPORTATION THREATS OBJECTIVES**

After completing this lesson, participants will be able to:

- Recognize that their transportation operation may be a potential target of terrorism.
- Recognize the importance in establishing security actions that respond to varying threat levels.

## **Activity**

Ask the participants to work through the second lesson entitled "Transportation Threats" and to follow the directions specified on their screens. The end of this lesson contains questions to determine the participants' level of knowledge regarding the specific transportation threats. Instruct the participants to stop at the "Lesson Summary" screen.

## **EXERCISES**

#### **Transportation Threats**

Exercises (Lesson 2, Screen 15 and 16)

## I. Multiple Choice.

What are the specific threats to hazmat transportation while in transit? Select the best answer.

- A. Theft
- B. Interception
- C. Detonation
- D. Release
- E. All of the above

#### Answer:

E is the correct answer.

#### Response:

Hazmat loads are extremely vulnerable to theft, interception, detonation, or release while in transit.

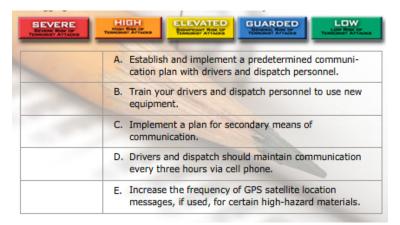
# **Security Manager Module**

## **Transportation Threats**

Exercises (Lesson 2, Screen 17 and 18)

## 2. Matching.

Your security plan must include a method for responding to the varying threat levels. Match the following threat conditions (severe, high, elevated, guarded, or low) with the appropriate security action by dragging the threat condition over to the security action.



#### **A**nswer

A = Low; B = Guarded; C = Elevated; D = High; E = Severe;

#### Response:

Your security plan should establish specific actions to be implemented when a threat level is declared.

# Review

The lesson summary concludes the instruction and knowledge checks for Lesson 2. The participants should now be able to:

- Recognize that hazmat transportation operations may be a a potential target of terrorism.
- Recognize the importance of establishing security actions that respond to varying threat levels.

See **Appendix B** for the exercises included in Lesson 2: Transportation Threats (copy as needed).

# **Security Manager Module**

# LESSON 3: TRANSPORTATION SECURITY ASSESSMENT OBJECTIVES

After completing this lesson, participants will be able to:

- Gather critical information about the company's transportation operation.
- Identify potential security gaps in the company's current operation that may make them more vulnerable to an attack.

#### **Activity**

Ask the participants to work through the third lesson entitled "Transportation Security Assessment" and to follow the directions specified on their screens. The end of this lesson contains questions to determine the participants' level of knowledge regarding the security assessment. Instruct the participants to stop at the "Lesson Summary" screen. Then, ask the participants to read through and answer the 15 questions in the *Hazmat Motor Carrier Security Self-Assessment for Security Managers* booklet to assess your transportation operation.


# **Security Manager Module**

## **EXERCISES**

## **Transportation Security Assessment**

Exercises (Lesson 3, Screen 10 and 11)

#### I. Multiple Selection.

Companies have different and distinct types of operations. It is appropriate to consider the distinct character of each of your operations in your security assessment. Review the following examples and determine whether any of the types of information should be considered when determining the risks associated with your operation. Check all that apply.

Α.	П	Types	of haza	rdous	materials	an	individual	hauls
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B. $\ \square$ Type of container	B.		Туре	of	container
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C.	Quantity	of	hazardous	materials	in	individua
	shipments					

D.	Types of hazardous materials that have the potential to
	be turned into weapons of mass destruction

E. 🗌 Frequency of hazmat shipmer
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G.	Ш	Routing	and	iength	OT	naui

Η.	Proximity to	significant	landmarks	or highly	populated
	areas				

### Answer:

Letters A, C, D, E, F, G and H all apply.

#### Response:

The list above is not all inclusive. It is meant to provide examples of information that should be considered when determining the risks associated with your operation.

#### Review

The lesson summary concludes the instruction and knowledge checks for Lesson 3. The participants should now be able to:

- Gather critical information about your transportation operation.
- Identify potential security gaps in your current operation that may make you more vulnerable to an attack.

See **Appendix B** for the exercises included in Lesson 3: Transportation Security Assessment (copy as needed).

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# **Security Manager Module**

# LESSON 4: TRANSPORTATION SECURITY ACTIONS OBJECTIVES

After completing this lesson, participants will be able to:

- Develop an effective security program to improve hazmat transportation security.
- Perform daily activities with a higher level of awareness.

## **Activity**

Ask the participants to work through the fourth lesson entitled "Transportation Security Actions" and to follow the directions specified on their screens. The end of this lesson contains questions to determine the participants' level of knowledge regarding the security actions that may be included in the security plan. Instruct the participants to stop at the "Lesson Summary" screen.

## **EXERCISES**

## **Transportation Security Actions**

Exercises (Lesson 4, Screen 32 and 33)

#### I. Multiple Choice.

Who must receive security awareness training? Select the best answer.

- A. Company drivers
- B. All hazmat employees
- C. All employees

#### Answer:

B is the correct answer.

#### Response:

All hazmat employees as defined in 49 CFR, Part 172.800 must receive training that provides an awareness of security risks associated with the transportation of hazardous materials and methods to enhance hazmat transportation security.

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# **Security Manager Module**

## **Transportation Security Actions**

Exercises (Lesson 4, Screen 34 and 35)

#### 2. True-False.

In-depth security training requires hazmat employees to receive training on the specific portions of the plan for which they are responsible, including specific security procedures, employee responsibilities, and actions to be taken in the event of a security breach.

- A. True
- B. False

#### Answer:

True is the correct answer.

### Response:

In-depth security training is required for all hazmat employees who handle or perform regulated functions related to the transportation of materials listed in 49 CFR, Part 172.800 or who are responsible for implementing the security plan. These employees must receive training on the specific portions of the plan for which they are responsible, including specific security procedures, employee responsibilities, and actions to be taken in the event of a security breach.

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# **Security Manager Module**

## **Transportation Security Actions**

Exercises (Lesson 4, Screen 36 and 37)

#### 3. True-False.

If a motor carrier uses leased workers to assist with operations during peak freight periods, then the leased workers must be covered by the security plan.

- A. True
- B. False

#### Answer:

True is the correct answer.

#### Response:

It is the responsibility of the motor carrier to ensure that the requirements of its security plan are met. Therefore, if the leased workers have access to or handle hazardous materials covered by the company security plan, then the leased workers must be covered by the security plan. It is up to the motor carrier and the third-party agent to decide who will confirm the background information provided by the job applicant.

#### **Transportation Security Actions**

Exercises (Lesson 4, Screen 38 and 39)

## 4. Multiple Choice.

Requiring employees to wear photo identification during business hours is a security action that may be taken to address which part of the security plan? Select the best answer.

- A. Personnel security
- B. Unauthorized access
- C. En route security

#### Answer:

B is the correct answer.

#### Response:

Access to hazardous materials in transit and at your facility should be a security concern. Consider requiring employees to display identification badges during business hours.


# **Security Manager Module**

### **Transportation Security Actions**

Exercises (Lesson 4, Screen 40 and 41)

#### 5. True-False.

Accepting pre-loaded shipments is not a security risk.

- A. True
- B. False

#### Answer:

False is the correct answer.

#### Response:

Accepting pre-loaded shipments can be a security risk, because you cannot confirm the contents, and the load can be compromised when it sits in a staging or parking area awaiting pick up.

### **Transportation Security Actions**

Exercises (Lesson 4, Screen 42 and 43)

#### 6. Multiple Selection.

Your drivers, the company vehicles, and the loads being hauled are most vulnerable while in transit. Review the following security inspection examples and determine which areas on the tractor and trailer or truck should be examined for signs of tampering, sabotage, attached explosives, or other suspicious items and included in your inspection guidelines. Check all that apply.

- A. 

  Under carriages
- B. 

  Engine compartment
- C. 

  Wheel wells
- D. 

  Hose-tubes
- E. ☐ Access panel doors

#### Answer:

All apply.

#### Response:

The list above is not all inclusive. It is meant to provide you with areas on the tractor and trailer or truck that will help reduce risk to your drivers, equipment, and cargo.

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# **Security Manager Module**

### **Transportation Security Actions**

Exercises (Lesson 4, Screen 44 and 45)

#### 7. Multiple Selection.

You have never used electronic and tracking equipment at your company before but you have just purchased and installed global positioning systems (GPS) and panic buttons for your tractors. Review the following examples and determine whether any of the actions should be considered to assist drivers and dispatchers in becoming familiar with this new technology. Check all that apply.

Δ	П	Fstahlish	2	communication	nlan
М.	$\Box$		a	Communication	pian.

- B. 

  Put communication procedures in place for your transport vehicles, drivers, dispatchers, and emergency responders.
- C. 

  Train your drivers and dispatch personnel concerning the company's communication plan.
- D. 

  Have your drivers use the equipment without testing their proficiency in using it.

#### Answer:

Letters A, B and C all apply.

#### Response:

The list above is not all inclusive. It is meant to help your drivers and dispatch personnel become familiar with the company's communication plan and test for proficiency in using the communication equipment.

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# **Security Manager Module**

### **Transportation Security Actions**

Exercises (Lesson 4, Screen 46 and 47)

## 8. Multiple Choice

Why should your drivers be properly trained in all security and emergency procedures? Select the best answer.

- A. To ensure their personal security and avoid hijackings or theft of cargo
- B. To minimize exposure and injury if a dangerous incident occurs
- C. To have a greater sense of safety is a dangerous incident occurs

#### Answer:

A is the correct answer.

#### Response:

It is important to develop an emergency response plan that establishes safeguarding procedures for your vehicles and cargo in the event of a breakdown or emergency. Your drivers should be trained in procedures that ensure their personal security and help them avoid hijackings or theft of cargo.


# **Security Manager Module**

## **Transportation Security Actions**

Exercises (Lesson 4, Screen 48 and 49)

## 9. True-False.

Establishing an emergency procedure in which the consignee alerts you if the product is delayed or does not arrive as scheduled is a good security action.

- A. True
- B. False

#### **Answer:**

True is the correct answer.

#### Response:

Establish an emergency procedure in which the consignee alerts you if the product is delayed or does not arrive as scheduled. As the security manager, you should investigate any load that is late for delivery, and after preliminary investigations, report any shipments that do not reach their destination to your local FBI office, local law enforcement officials, the Transportation Security Operations Center (TSOC), or Highway Watch®.

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# **Security Manager Module**

## **Transportation Security Actions**

Exercises (Lesson 4, Screen 50 and 51)

#### 10. Multiple Selection.

You are concerned about shipment shortages. Review the following examples and determine what can be done to secure your shipments. Check all that apply.

- A. 

  Shippers, carriers, and consignees should work together to identify any discrepancies in inventory.
- B. 

  Develop shipment inventory control procedures.
- C.  $\square$  Keep records of reported missing inventory incidents
- D. 

  Train your drivers to check the quantity of hazardous materials in their loads during pre-trip and en route inspections.
- E. 

  Assume shortages are based on human error.
- F. Confirmed shipment shortages should be reported to your local FBI office, local law enforcement officials, the Transportation Security Operations Center (TSOC), or Highway Watch®.

## Answer:

Letters A, B, C, D and F all apply.

#### Response:

The list above is not all inclusive. It is meant to provide actions that may assist you in identifying a possible security issue.

#### **Review**

The lesson summary concludes the instruction and knowledge checks for Lesson 4. The participants should now be able to:

- Develop an effective security program to improve hazmat transportation security.
- Perform daily activities with a higher level of awareness.

See **Appendix B** for the exercises included in Lesson 4: Transportation Security Actions (copy as needed).

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# **Driver Module**

## **OVERVIEW**

This training program was developed for the driver who has been given responsibility for the safe and secure transportation of placarded amounts of hazardous materials. The purpose of this training is to reduce security risks associated with the transportation of hazardous materials. The Driver module is made up of three lessons:

- Transportation Security Regulations
- Transportation Threats
- Transportation Security Assessment and Security Actions

## **MATERIALS NEEDED BY PARTICIPANTS**

Ensure that each participant has received the security self-assessment booklet entitled *Hazmat Motor Carrier Security Self-Assessment for Drivers* in addition to the "Hazmat Motor Carrier Security Self-Assessment Training" distributed on CD-ROM.

# LESSON 1: TRANSPORTATION SECURITY REGULATIONS OBJECTIVES

After completing this lesson, you will be able to:

- Describe the components that must be included in your company's security plan.
- Identify the Federal requirements to obtain a hazardous materials endorsement (HME).

### **Activity**

Ask the participants to work through the first lesson entitled "Transportation Security Regulations" and to follow the directions specified on their screens. The end of this lesson contains questions to determine the participants' level of knowledge regarding the security-related regulations. Instruct the participants to stop at the "Lesson Summary" screen.


## **AGENDA**

notes

Each lesson in this module is completely self-paced. You will be guided through a series of lessons; each lesson will include exercises.

10 min	Self-paced	Transportation Security Regulations
I0 min	Self-paced	Transportation Threats
25 min	Self-paced	Transportation Security Assessment and Security Actions
15 min	Interactive Activity	Hazmat Motor Carrier Security Self-Assessment for Drivers
60 Min	TOTAL LES	SONTIME

# **Driver Module**

## **EXERCISES**

## **Transportation Security Regulations**

Exercises (Lesson 1, Screen 10 and 11)

## I. Multiple Choice.

Your company is required to have a security plan. What is the purpose of a security plan? Select the best answer.

- A. The security plan is a cookie-cutter approach to security.
- B. The security plan is a detailed program indicating how your company addresses the security risks associated with its operation.
- C. The security plan identifies specific safety recommendations for your company's operation.

#### Answer:

B is the correct answer.

### Response:

Your company's security plan should be a detailed program through which your company addresses the security risks associated with its operation. It should include information on the security assessment and actions to be taken to address security risks.


# **Driver Module**

## **Transportation Security Regulations**

Exercises (Lesson 1, Screen 18 and 19)

#### 2. True-False.

To help protect the national transportation system, individuals must successfully complete a Federal background check to hold, apply for, or obtain an HME on their Commercial Drivers License (CDL).

- A. True
- B. False

#### Answer:

True is the correct answer.

### Response:

Drivers who hold, apply for, or wish to obtain an HME are obligated under 49 CFR, Parts 1570 and 1572 to successfully complete a Federal background check.

### **Review**

The lesson summary concludes the instruction and knowledge checks for Lesson I. The participants should now be able to:

- Describe the components that must be included in the company's security plan.
- Identify the Federal requirements to obtain an HME.

See **Appendix C** for the exercises included in Lesson 1: Transportation Security Regulations (copy as needed).

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# **Driver Module**

## **LESSON 2: TRANSPORTATION THREATS OBJECTIVES**

After completing this lesson, you will be able to:

- Recognize that you may be a potential target of terrorism.
- Recognize the importance of establishing security actions that respond to varying threat levels.

## **Activity**

Ask the participants to work through the second lesson entitled "Transportation Threats" and to follow the directions specified on their screens. The end of this lesson contains questions to determine the participants' level of knowledge regarding the specific transportation threats. Instruct the participants to stop at the "Lesson Summary" screen.

## **EXERCISES**

### **Transportation Threats**

Exercises (Lesson 2, Screen 15 and 16)

#### I. Multiple Choice.

What are the specific threats to hazmat transportation while in transit? Select the best answer.

- A. Theft
- B. Interception
- C. Detonation
- D. Release
- E. All of the above

#### **Answer:**

E is the correct answer.

#### Response:

Hazmat loads are extremely vulnerable to theft, interception, detonation, or release while in transit.

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# **Driver Module**

## **Transportation Threats**

Exercises (Lesson 2, Screen 17 and 18)

### 2. Matching.

As a hazmat driver, you may be asked to perform differently to meet the varying threat levels. Match the following threat conditions (severe, high, elevated, guarded, or low) with the appropriate security action by dragging the threat condition over to the security action.



#### Answer:

A = Low; B = Guarded; C = Elevated; D = High; E = Severe

#### Response:

Your security plan should establish specific actions to be implemented when a threat level is declared.

## Review

The lesson summary concludes the instruction and knowledge checks for Lesson 2. The participants should now be able to:

- Recognize that the hazmat operation may be a potential target of terrorism.
- Recognize the importance of establishing security actions that respond to varying threat levels

See **Appendix C** for the exercises included in Lesson 2: Transportation Threats (copy as needed).

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# **Driver Module**

# LESSON 3: TRANSPORTATION ASSESSMENT AND SECURITY ACTIONS OBJECTIVES

After completing this lesson, you will be able to:

- Identify potential security gaps in your current operation that may make you more vulnerable to an attack.
- Perform your daily activities with a higher level of awareness.
- Carry out actions in the transportation process to reduce security risks.

# **Activity**

Ask the participants to work through the third lesson entitled "Transportation Security Assessment and Security Actions" and to follow the directions specified on their screens. The end of this lesson contains questions to determine the participants' level of knowledge regarding the security assessment and security actions that may be included in the security plan. Instruct the participants to stop at the "Lesson Summary" screen. Then, ask the participants to read through and answer the 16 questions in the Hazmat Motor Carrier Security Self-Assessment for Drivers booklet to assess your transportation security risks.

# **Driver Module**

# **EXERCISES**

## **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 32 and 33)

### I. Multiple Selection.

In addition to driver-specific safety training, you must now receive security awareness training that covers methods to recognize, respond to, and report suspicious individuals, vehicles, packages, and/or objects. Review the following examples and determine whether any of these are suspicious activities. Check all that apply.

A.		An	unidentified	individual	is	attempting	to	gain
access to your tractor.								

B.	П	Α	co-worker	is	wandering i	n ar	n unauthorized ar	ea.

C.	Α	guard	at	the	front	gate	asks	you	for	company
	ide	entifica	tior	n eac	h time	you	enter	the f	acilit	у.

D.	An	unide	entifie	d v	vehicle	is	occu	pied	by	an	indivi	dual
	who	о арр	ears t	o t	oe taki	ng	photo	s of	the	yar	d, tra	ctor,
	and	l traile	ers.									

E.	An	individual	is	asking	you	to	haul	unauthorized
	pac	kages.						

F	An	unidentified	individual	abandons	a	suspicious
	pac	kage and leave	es the area	quickly.		

G.	Α	vehicle	appears	to	be	following	you	for	ar
	ex	tended p	eriod of t	ime					

#### Answer:

Letters A, B, D, E, F and G all apply.

#### Response:

The list above is not all inclusive. It is meant to provide examples of suspicious activities.

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# **Driver Module**

## **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 34 and 35)

#### 2. True-False.

Displaying a company identification badge is a good security action, because it restricts visitor access, controls access to restricted areas, and identifies individuals who are not authorized to gain access to the facility and/or equipment.

- A. True
- B. False

#### **Answer:**

True is the correct answer.

#### Response:

Displaying a company identification badge controls, limits, or restricts access to certain areas of the facility and its equipment.

# **Driver Module**

## **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 36 and 37)

## 3. Multiple Selection.

You, your vehicle, and the load that you are hauling are most vulnerable while in transit. Review the following security inspection examples and determine which areas on the tractor and trailer or truck should be examined during your pre-trip and en route security inspections. Check all that apply.

A.	Search under carriages.
B.	Search the engine compartment.
C.	Search the wheel wells.
D.	Search the hose-tubes.
E.	Ensure access panel doors are locked.
F.	Ensure that seals remain intact.
G	Ensure that tires are properly inflated and have

#### Answer:

Letters A, B, C, D, E and G all apply.

the proper tread.

#### Response:

The list above is not all inclusive. It is meant to provide you with areas on the tractor and trailer or truck that should be examined for signs of tampering, sabotage, attached explosives, or other suspicious items.

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# **Driver Module**

# **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 38 and 39)

# 4. Multiple Choice.

During the loading process, you notice that unscheduled cargo is loaded on your trailer. What should you do? Select the best answer.

- A. Immediately contact your dispatcher or appropriate company personnel to verify the changes in the commodity to be hauled.
- B. Nothing, the shipper probably forgot to add it to the shipping papers.
- C. Sign for the loaded cargo, leave the facility, and contact local law enforcement.

### Answer:

A is the correct answer.

# Response:

In this current environment, drivers should observe loading activities. As a driver, you should not allow unauthorized or unscheduled packages to be loaded on your trailer. If this occurs, immediately contact your dispatcher or appropriate company personnel to verify changes in the commodity to be hauled.

# **Driver Module**

# **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 40 and 41)

# 5. Multiple Choice.

While en route a vehicle pulls up alongside of your truck and tries to force you to pull over. What should you do? Select the best answer.

- A. Pull over and confront the individual.
- B. Follow company procedures for reporting suspicious activities.
- C. Disregard the vehicle and continue driving.

### Answer:

B is the correct answer.

# Response:

Ensure that you have been properly trained on your company's reporting procedures. If you observe suspicious activities, immediately notify the appropriate personnel and provide as much information as possible including a description of what is happening, a description of the people or vehicles involved, and the location of the activity.

# **Driver Module**

# **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 42 and 43)

# 6. True-False.

Your company's communication plan may require you to check in at established intervals throughout the day.

- A. True
- B. False

# **Answer:**

True is the correct answer.

## Response:

Your company may establish a communication plan that requires you to check in at regular intervals throughout the day. This action will keep dispatch informed and up-to-date, and will serve as an early warning signal in the event that you fail to check in or deliver your shipment.

# **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 44 and 45)

# 7. Multiple Choice.

Releasing load-related information means discussing information such as load content, pick up and delivery schedules, route plans, and final destinations with individuals while in transit. How can you avoid releasing load-related information? Select the best answer.

- A. Only communicate load specifics via email.
- B. Trust your instincts when discussing load specifics and route information with individuals.
- C. Be extremely careful of what you say during casual conversations or on open airways.

## **Answer:**

C is the correct answer.

# Response:

Drivers should be extremely careful of what they say on the air regarding load content, pick up and delivery schedules, route plans, and destinations.

# **Driver Module**

# **Transportation Security Assessment and Security Actions**

Exercises (Lesson 3, Screen 46 and 47)

# 8. Multiple Selection.

Your company has been plagued by cargo theft. What can you do to reduce risk or minimize cargo theft? Review the following examples and determine whether any of these actions will minimize cargo theft. Check all that apply.

- A. 

  Whenever possible drive directly to your destination without stopping.
- B.  $\square$  When you need to stop, select secluded rest areas.
- C. 

  When you need to stop, park in well-lit areas.
- D. 

  When you need to stop, lock the steering column, set all parking brakes, remove the keys, and lock the vehicle.
- E. 

  When you need to stop, avoid casual conversations with strangers about cargoes and routes.
- F. When you need to stop, do not permit unauthorized individuals in your vehicle.

### Answer:

Letters A, C, D, E and F all apply.

# Response:

The list above is not all inclusive. It is meant to provide ways to reduce your risks and information on anti-theft devices to secure your cargo.

# Review

The lesson summary concludes the instruction and knowledge checks for Lesson 4. The participants should now be able to:

- Identify potential security gaps in the current operation that may make you more vulnerable to an attack.
- Perform daily activities with a higher level of awareness.
- Carry out actions in the transportation process to reduce security risks.

See **Appendix C** for the exercises included in Lesson 4: Transportation Security Assessment and Security Actions (copy as needed).

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# **OPEN FORUM**

# **OVERVIEW**

The purpose of this segment is to provide an open forum for participants to ask questions, share stories, and provide you with comments about the training experience. Any open discussion has the possibility of being diminished by participant characteristics: the know-it-all, the over-participator, the needy, the rambler, or the antagonist. However, with the appropriate facilitator response, most situations will not become distracting to other training participants. It is the facilitator's responsibility to create an environment where everyone feels comfortable to contribute if they desire.

# **Participant Characteristics**

Following are descriptions of various participant styles:

# The "Over-Participator" or "Know-It-All"

These people may dominate the discussion and/or try to give advice to other participants. These individuals comment too frequently and tend to dominate the discussion. They tend to comment first on each issue and can sometimes comment again after someone else has offered a comment. You do not want to discourage their enthusiasm or passion; however, you want to allow for others to be able to comment freely.

Use nonverbal signals such as avoiding direct eye contact, directing questions toward others, and moving away from that person and toward someone else who has not contributed.

# TRAINING TIP

The key here is to create a warm and safe environment in which the participants can ask sensitive questions. Use open body language, such as having arms relaxed and by your sides, leaning slightly forward, and making good eye contact, to encourage participants to speak. You may want to walk over to the person asking the question to make the discussion more personal. You may want to begin the open forum by saying something like this:

- "A better understanding of security begins with our personal awareness."
- "What thoughts or questions do you have?"
- "Would you like to share a story with us?"
- "Does anyone have any thoughts or suggestions about a situation that they would like to offer?"

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# **AGENDA**

As a training program leader, you will lead the discussion by using open-ended questions to encourage participation.

Time	Activity	Lesson Plan
20 min	Interactive Activity	Lead open forum discussion
20 Min	TOTAL LESSON TIME	

# **OPEN FORUM**

# The "Needy"

These people have more concerns than can be accommodated in the time permitted. Their needs may be too extensive or complicated. While empathizing and addressing the concerns that you can, you may need to gently remind the person that you have limited time to cover all of the material and allow for others to share their stories and questions.

### The "Rambler"

These individuals have a need to be heard and are unaware that they repeat their points. They also have a tendency to digress from the main content points being discussed. They can be very passionate about their specific circumstance and can become emotional.

As with the "needy," you many need to gently remind the "rambler" that you have limited time to cover all of the material and allow for others to share their stories and questions.

# The "Antagonist"

These individuals tend to be argumentative or hostile throughout the session. It is important that their behavior or comments do not diminish others' willingness or opportunity to be heard. Also, some people can be viewed as hostile by the tone of their voice or body language, but may be very open to the content and to participating in the group.

It is important not to be brought down by the "antagonist;" use an open tone of voice and body language when commenting to the antagonist. Consider redirecting the comment or question to the larger group so that more people can be involved in keeping the discussion positive.

# **DISCUSSION POINTS**

Here are some tips to help you prepare to meet the challenges of handling a diverse group of participants.

Dialogues on topics, such as "terrorist activities" and "potential attacks and their aftermath," often bring forth conflicting views based on religion and politics. Grief, anger, anxiety, and fear are natural human responses in times of crisis, and how we think and feel about events depends on our values, religious beliefs, and political views. There may be participants directly impacted with life-altering losses. It is the facilitator's responsibility to be as prepared as possible to handle the range of participant styles and emotions and to know when to change directions. It also is helpful to understand your own feelings first so that you can truly facilitate the discussion without letting issues or participants trigger an emotional response from you.

# **CLOSING**

# **OVERVIEW**

The purpose of this segment is to review the objectives for the "Hazmat Motor Carrier Security Self-Assessment Training" program and leave the participants with the message that they now have the knowledge and tools to conduct a security assessment of their operation and security actions to consider when managing the risks related to personnel security, unauthorized access and en route security.

# **DISCUSSION POINTS**

As a training program leader, you will review the objectives of the training by reiterating that every member of the hazardous material transportation community plays a role in security. Then, reintroduce any supporting training program leaders; ask the participants if they have any further questions, and let them know that you will be available for questions or comments after closing the session. Thank participants for their honesty and participation before closing the session.

# **MATERIALS NEEDED BY PARTICIPANTS**

As a training program leader, you will provide each participant with a course evaluation. Ask them to complete the evaluation, and leave them with you as they depart.

# TRAINING TIP

In closing, use a confident, upbeat tone of voice and open body language to promote security within the hazardous materials transportation community. Remember, a fundamental message of the training is that there is an industry-wide support system ready and eager to help. No one has to "do it all alone"; and even small things can be major contributors to safety and security.

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# **AGENDA**

As a training program leader, you will close the discussion by using open-ended questions to encourage participation.

Time	Activity	Lesson Plan
5 min	Interactive Activity	Close discussions
5 Min	TOTAL LES	SONTIME

# **APPENDIX A**

# **Checklists**

# TRAINING CHECKLIST – WAYS TO INVOLVE PARTICIPANTS

The following is a list of ways to involve the participants when you prepare to deliver this training:

- Explain the purpose and importance of the training.
- Review the agenda with the participants.
- Treat the participants with respect.
- Speak clearly.
- Use natural facial expressions and gestures to reinforce your message.
- Move around the room, checking on the participants' progress.
- Make eye contact, smile, and nod naturally.
- Vary voice tone and volume.
- Allow time for questions.
- Show enthusiasm.
- Use appropriate humor to maintain rapport.
- Encourage discussion.
- Cover all the material.

# TRAINING ROOM CHECKLIST

- Is the room isolated enough to minimize interruptions?
- Is the temperature comfortable?
- Can you adjust the lighting for different visual aids?
- Are there enough chairs?
- Are the chairs comfortable?
- Are there writing surfaces for the participants?
- Are there enough PCs for each participant?
- Are coffee and other refreshments available?
- Do you have all audio-visual equipment you need including extension cords?
- Does everything work appropriately?
- Do you have flip charts, markers, etc.?

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# **APPENDIX B**

# **Security Manager Exercises**

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Company Nar	ne:	Leaders Name:		
Hazmat Motor Carrier Security				
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# **Security Manager Exercises**

# Employee Name Program Leaders Name Title Training Completion Date

# LESSON 1: TRANSPORTATION SECURITY REGULATIONS OBJECTIVES

# I. Multiple Choice.

Your company is required to have a security plan. What is the purpose of a security plan? Select the best answer.

- A. The security plan is a cooke-cutter approach to security.
- B. The security plan is a detailed program indicating how you will address the security risks associated with your operation.
- C. The security plan identified specific safety recommendations for your company's operation.

# 2. Multiple Selection

What components must be included in a security plan? Review the following examples and determine whether any of the components must be included in a security plan. Check all that apply.

- A. 

  An assessment of possible transportation security risks for the hazardous materials covered by the plan
- B. 

  The appropriate actions to confirm information provided by job applicants that are hired for a position that involves access to or handling of the hazardous materials covered by the security plan
- C. 

  The appropriate actions to address the possibility that unauthorized persons may gain access to the hazardous materials covered by the plan
- D. 

  The appropriate actions to address the security risks of hazmat shipments covered by the security plan

### 3. True-False.

Motor carriers must ensure that a Federal criminal background check is done on each driver who holds, applies for, or wishes to obtain an HME.

- A. True
- B. False.

# **LESSON 2: TRANSPORTATION THREATS OBJECTIVES**

# I. Multiple Choice.

What are the specific threats to hazmat transportation while in transit? Select the best answer.

- A. Theft
- B. Interception
- C. Detonation
- D. Release
- E. All of the above

# 2. Matching.

Your security plan must include a method for responding to the varying threat levels. Match the following threat conditions (severe, high, elevated, guarded, or low) with the appropriate security action by dragging the threat condition over to the security action.











- A. Establish and implement a predetermined communication plan with drivers and dispatch personnel.
- B. Train your drivers and dispatch personnel to use new equipment.
- C. Implement a plan for secondary means of communication.
- D. Drivers and dispatch should maintain communication every three hours via cell phone.
- E. Increase the frequency of GPS satellite location messages, if used, for certain high-hazard materials.

Security Manager Exercises Page 1 of 3

# **Security Manager Exercises**

# LESSON 3: TRANSPORTATION SECURITY ASSESSMENT OBJECTIVES

# I. Multiple Selection.

Companies have different and distinct types of operations. It is appropriate to consider the distinct character of each of your operations in your security assessment. Review the following examples and determine whether any of the types of information should be considered when determining the risks associated with your operation. Check all that apply.

A. $\square$ Types of hazardous materials in individual hauls
B. $\square$ Type of container
$C.\square$ Quantity of hazardous materials in individual shipments
D. $\square$ Types of hazardous materials that have the potential to be turned into weapons of mass destruction
E. $\square$ Frequency of hazmat shipments
F. $\square$ Type of operation
G. $\square$ Routing and length of haul
$H.\squareProximity$ to significant landmarks or highly populated areas

# LESSON 4: TRANSPORTATION SECURITY ACTIONS OBJECTIVES

# I. Multiple Choice.

Who must receive security awareness training? Select the best answer.

- A. Company drivers
- B. All hazmat employees
- C. All employees

### 2. True-False.

In-depth security training requires hazmat employees to receive training on the specific portions of the plan for which they are responsible, including specific security procedures, employee responsibilities, and actions to be taken in the event of a security breach.

- A. True
- B. False

### 3. True-False.

If a motor carrier uses leased workers to assist with operations during peak freight periods, then the leased workers must be covered by the security plan.

- A. True
- B. False

### 4. Multiple Choice.

Requiring employees to wear photo identification during business hours is a security action that may be taken to address which part of the security plan? Select the best answer.

- A. Personnel security
- B. Unauthorized access
- C. En route security

### 5. True-False.

Accepting pre-loaded shipments is not a security risk.

- A. True
- B. False

Security Manager Exercises Page 2 of 3

# **Security Manager Exercises**

# 6. Multiple Selection.

Your drivers, the company vehicles, and the loads being hauled are most vulnerable while in transit. Review the following security inspection examples and determine which areas on the tractor and trailer or truck should be examined for signs of tampering, sabotage, attached explosives, or other suspicious items and included in your inspection guidelines. Check all that apply.

A. □ Under carriages
B. □ Engine compartment
C. □ Wheel wells
D. □ Hose-tubes
E. □ Access panel doors

# 7. Multiple Selection.

You have never used electronic and tracking equipment at your company before but you have just purchased and installed global positioning systems (GPS) and panic buttons for your tractors. Review the following examples and determine whether any of the actions should be considered to assist drivers and dispatchers in becoming familiar with this new technology. Check all that apply.

A. ☐ Establish a communication plan.

B. 

Put communication procedures in place for your transport vehicles, drivers, dispatchers, and emergency responders.

C. Train your drivers and dispatch personnel concerning the company's communication plan.

 $\mathsf{D}.\,\square$  Test for proficiency in using the communication equipment.

# 8. Multiple Choice

Why should your drivers be properly trained in all security and emergency procedures? Select the best answer.

- A. To ensure their personal security and avoid hijackings or theft of cargo
- B. To minimize exposure and injury if a dangerous incident occurs
- C. To have a greater sense of safety is a dangerous incident occurs

### 9. True-False.

Establishing an emergency procedure in which the consignee alerts you if the product is delayed or does not arrive as scheduled is a good security action.

A. True

B. False

# 10. Multiple Selection.

You are concerned about shipment shortages. Review the following examples and determine what can be done to secure your shipments. Check all that apply.

A. 
Shippers, carriers, and consignees should work together to identify any discrepancies in inventory.

B.  $\square$  Develop shipment inventory control procedures.

C. ☐ Keep records of reported missing inventory incidents

D. 

Train your drivers to check the quantity of hazardous materials in their loads during pre-trip and en route inspections.

E.  $\square$  Assume shortages are based on human error.

F. 

Confirmed shipment shortages should be reported to your local FBI office, local law enforcement officials, the Transportation Security Operations Center (TSOC), or Highway Watch®.

Security Manager Exercises Page 3 of 3

# **APPENDIX C**

# **Driver Exercises**

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Company Name:		Leaders Name:		
Course Title:	Hazmat Motor Carrier Security Self- Assessment Training for Drivers	Training Date:		
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# **Driver Exercises**

# **Employee Name**

# **Program Leaders Name**

# Title

# **Training Completion Date**

# LESSON 1: TRANSPORTATION SECURITY REGULATIONS OBJECTIVES

# I. Multiple Choice.

Your company is required to have a security plan. What is the purpose of a security plan? Select the best answer.

- A. The security plan is a cookie-cutter approach to security.
- B. The security plan is a detailed program indicating how your company addresses the security risks associated with its operation.
- C. The security plan identifies specific safety recommendations for your company's operation.

### 2. True-False.

To help protect the national transportation system, individuals must successfully complete a Federal background check to hold, apply for, or obtain an HME on their Commercial Drivers License (CDL).

- A. True
- B. False

# **LESSON 2: TRANSPORTATION THREATS OBJECTIVES**

# I. Multiple Choice.

What are the specific threats to hazmat transportation while in transit? Select the best answer.

- A. Theft
- B. Interception
- C. Detonation
- D. Release
- E. All of the above

# 2. Matching.

As a hazmat driver, you may be asked to perform differently to meet the varying threat levels. Match the following threat conditions (severe, high, elevated, guarded, or low) with the appropriate security action by dragging the threat condition over to the security action.











- A. Ensure that you are properly trained in using primary and secondary communication equipment.
- B. Communicate with your dispatcher after pick up and delivery via cell phone.
- C. Ensure that you are familiar with dispatch personnel and their voices.
- D. Maintain communication with your dispatcher every three hours via cell phone.
- Maintain communication with dispatcher every hour via cell phone.

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# **Driver Exercises**

# LESSON 3: TRANSPORTATION ASSESSMENT AND SECURITY ACTIONS OBJECTIVES

# I. Multiple Selection.

In addition to driver-specific safety training, you must now receive security awareness training that covers methods to recognize, respond to, and report suspicious individuals, vehicles, packages, and/or objects. Review the following examples and determine whether any of these are suspicious activities. Check all that apply.

A. 🗆	An unidentified individual is attempting to gain access to your tractor.
В. 🗆	A co-worker is wandering in an unauthorized area.
<b>C</b> .□	A guard at the front gate asks you for company identification each time you enter the facility.
D. □	An unidentified vehicle is occupied by an individual who appears to be taking photos of the yard, tractor, and trailers

- E.  $\square$  An individual is asking you to haul unauthorized packages.
- F. 

  An unidentified individual abandons a suspicious package and leaves the area quickly.
- $G.\Box$  A vehicle appears to be following you for an extended period of time.

# 2. True-False.

Displaying a company identification badge is a good security action, because it restricts visitor access, controls access to restricted areas, and identifies individuals who are not authorized to gain access to the facility and/or equipment.

- A. True
- B. False

# 3. Multiple Selection.

You, your vehicle, and the load that you are hauling are most vulnerable while in transit. Review the following security inspection examples and determine which areas on the tractor and trailer or truck should be examined during your pre-trip and en route security inspections. Check all that apply.

<b>A</b> . □	Search under carriages.
В. 🗆	Search the engine compartment.
<b>C</b> .□	Search the wheel wells.
<b>D</b> . □	Search the hose-tubes.
<b>E</b> . □	Ensure access panel doors are locked.
F. 🗆	Ensure that seals remain intact.
G.□	Ensure that tires are properly inflated and have the proper tread.

# 4. Multiple Choice.

During the loading process, you notice that unscheduled cargo is loaded on your trailer. What should you do? Select the best answer.

- A. Immediately contact your dispatcher or appropriate company personnel to verify the changes in the commodity to be hauled.
- B. Nothing, the shipper probably forgot to add it to the shipping papers.
- C. Sign for the loaded cargo, leave the facility, and contact local law enforcement.

### 5. Multiple Choice.

While en route a vehicle pulls up alongside of your truck and tries to force you to pull over. What should you do? Select the best answer.

- A. Pull over and confront the individual.
- B. Follow company procedures for reporting suspicious activities.
- C. Disregard the vehicle and continue driving.

# 6. True-False.

Your company's communication plan may require you to check in at established intervals throughout the day.

- A. True
- B. False

# **Driver Exercises**

# 7. Multiple Choice.

Releasing load-related information means discussing information such as load content, pick up and delivery schedules, route plans, and final destinations with individuals while in transit. How can you avoid releasing load-related information? Select the best answer.

- A. Only communicate load specifics via email.
- B. Trust your instincts when discussing load specifics and route information with individuals.
- C. Be extremely careful of what you say during casual conversations or on open airways.

# 8. Multiple Selection.

Your company has been plagued by cargo theft. What can you do to reduce risk or minimize cargo theft? Review the following examples and determine whether any of these actions will minimize cargo theft. Check all that apply.

<b>A.</b> $\square$	Whenever possible drive directly to your destination without stopping.
В. 🗆	When you need to stop, select high-traffic rest areas.
С.□	When you need to stop, park in well-lit areas.
D. □	When you need to stop, lock the steering column, set all parking brakes, remove the keys, and lock the vehicle.
E. 🗆	When you need to stop, avoid casual conversations with strangers about cargoes and routes.
F. 🗆	When you need to stop, do not permit unauthorized individuals in your vehicle.

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